

MAMIE WHITESIDES ELEMENTARY

1565 Rifle Range Road
Mt. Pleasant, SC 29464

Grades	PK-5 Elementary School	
Enrollment	634 Students	
Principal	Lona Pounder	843-849-2838
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Below Average
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

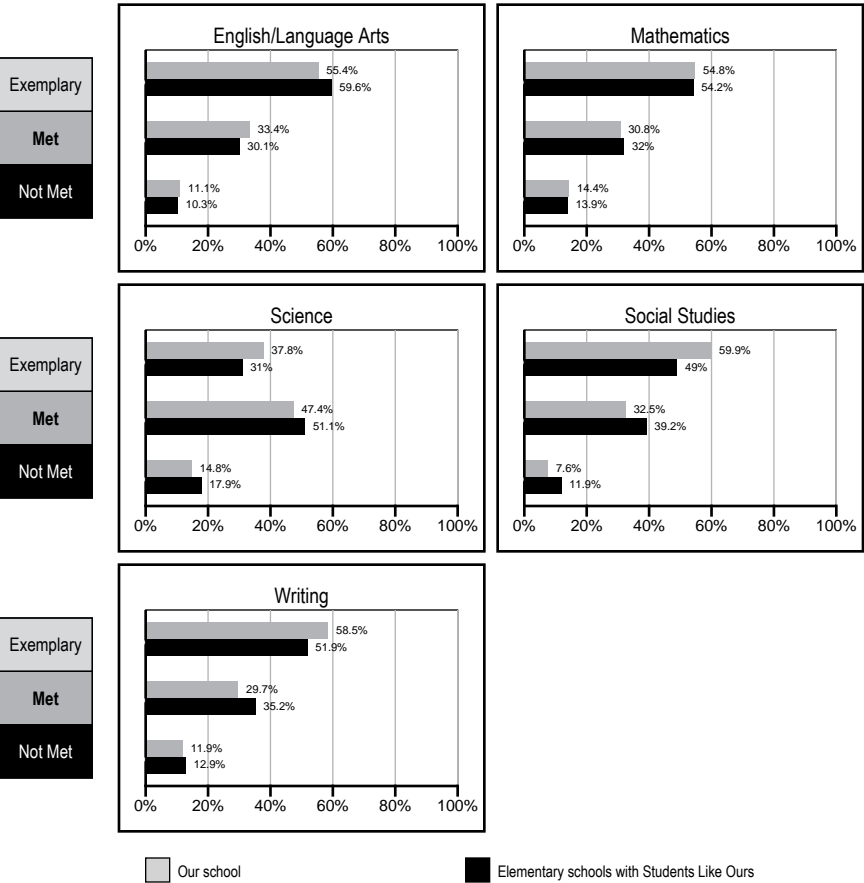
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	2	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=634)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.4%	0.7%	1.1%
Attendance rate	95.7%	No Change	96.7%	96.2%
Served by gifted and talented program	34.9%	Up from 29.3%	30.3%	13.4%
With disabilities other than speech	2.5%	Down from 5.6%	3.0%	4.1%
Older than usual for grade	0.2%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	70.0%	Down from 74.4%	63.6%	62.5%
Continuing contract teachers	90.0%	Down from 100.0%	92.0%	88.2%
Teachers returning from previous year	88.6%	Down from 90.6%	91.0%	87.8%
Teacher attendance rate	97.8%	Down from 98.0%	95.4%	95.2%
Average teacher salary*	\$48,376	Down 4.8%	\$47,925	\$46,773
Professional development days/teacher	20.8 days	Up from 12.1 days	9.5 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	3.5	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.4 to 1	21.4 to 1	19.9 to 1
Prime instructional time	93.4%	Down from 93.5%	91.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,353	Down 0.7%	\$6,494	\$7,447
Percent of expenditures for instruction**	69.8%	Down from 73.1%	68.8%	68.4%
Percent of expenditures for teacher salaries**	68.5%	Down from 70.3%	67.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

A new campus located at 1565 Rifle Range Road welcomed our school community in August, 2010, where the tradition of excellence that was established when Whitesides opened in 1956 continues today. Through the collaborative efforts of a highly qualified professional staff, devoted parents, and a supportive community, Whitesides' students thrive. Students in grades K-5 participate in the Measures of Academic Progress, (MAP), and assessments to determine growth, identify goals for student achievement and guide instructional priorities. Students receive additional reading and/or math instruction based on MAP results during scheduled periods. The SAIL Program for gifted and talented students in grades three through five provides opportunities for student acceleration as do Renaissance programs in reading and math.

Child development programs continue to enable us to serve more four year old children in a school setting. DIBELS assessments and Primary MAP are conducted in grades K-1, to monitor student progress and fluency in literacy, and to guide instructional decisions and groupings. Additional literacy support is provided to first grade students in need of literacy assistance through our First Grade Academy.

Our PTA coordinates many functions throughout the year. Volunteers are present on a daily basis and make significant contributions to the support of classrooms and school functions. We engage families through game night, No TV week, book character day, spirit days at local restaurants and Riverdogs games, grade level plays, concerts, and grade level initiatives. A variety show and semiannual concerts accentuate student talent. Chorus is offered in fourth and fifth grades as well as strings in grade five. Local opportunities for student recognition are numerous. Our student council provides opportunities for service learning and works closely with advisors and the community on recycling and environmental projects. Students have responsibility for our school newspaper, and Whitesides' students have earned recognition throughout the year for their involvement in local, regional, and state events.

Whitesides earned an Excellent "Absolute" achievement rating and an Excellent "Growth" rating on the state report card for 2010 and continued to meet state and federal Adequate Yearly Progress goals for 2010. For fourteen consecutive years, Whitesides has been applauded for our involvement in the Community of Readers. Whitesides was also the recipient of the 2011 Excellence in School Building and Design Honor Award.

Our instructional programs are delivered by a professional staff that is truly devoted to children. Grants, the PTA, local businesses and community support have enriched classroom instruction by providing swimming lessons for kindergarten and grade level field trips that allow students to experience and apply concepts learned at school.

Judith White, SIC Chair
Lona Pounder, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	114	113
Percent satisfied with learning environment	97.5%	86.8%	96.4%
Percent satisfied with social and physical environment	100.0%	83.3%	92.9%
Percent satisfied with school-home relations	100.0%	89.5%	91.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 16 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	320	100	11.1	33.2	55.7	94.1	83.1	82.4	Yes	Yes
Gender										
Male	159	100	10.2	33.1	56.7	96.2	79.9	78.7	N/A	N/A
Female	161	100	12	33.3	54.7	92	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	227	100	6.9	28.9	64.2	97.7	94.8	88.9	Yes	Yes
African American	71	100	26.9	47.8	25.4	82.1	71.9	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	16	100	6.3	37.5	56.3	93.8	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	29	100	42.9	39.3	17.9	64.3	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	6.3	37.5	56.3	93.8	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	101	100	19.4	48	32.7	88.8	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	320	99.7	14.1	31	54.9	91.2	82.8	81.9	Yes	Yes
Gender										
Male	159	100	12.1	28.7	59.2	94.3	81.1	79.9	N/A	N/A
Female	161	99.4	16.1	33.6	50.3	87.9	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	227	100	5.5	29.8	64.7	97.2	94.9	88.9	Yes	Yes
African American	71	98.6	40.9	37.9	21.2	69.7	70.9	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	16	100	25	31.3	43.8	93.8	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	29	96.6	55.6	25.9	18.5	55.6	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	18.8	25	56.3	93.8	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	101	100	29.6	39.8	30.6	79.6	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	206	99.5	14.3	47.4	38.3	85.7	69.2	68.6
Gender								
Male	106	100	8.6	50.5	41	91.4	68.4	68.3
Female	100	99	20.9	44	35.2	79.1	70	68.9
Racial/Ethnic Group								
White	151	100	9	46.9	44.1	91	90.4	80.7
African American	42	97.6	39.5	42.1	18.4	60.5	48.4	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	22	95.5	65	20	15	35	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	65	98.5	22.6	56.5	21	77.4	51.8	57.3

Social Studies

All Students	207	100	7.5	32.7	59.8	92.5	75.5	72.5
Gender								
Male	104	100	6.8	28.2	65	93.2	74.4	72
Female	103	100	8.3	37.5	54.2	91.7	76.6	73.1
Racial/Ethnic Group								
White	146	100	5	30.7	64.3	95	91	81
African American	44	100	19	33.3	47.6	81	60.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	13	100	N/AV	N/AV	N/AV	100	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	16	100	13.3	60	26.7	86.7	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	13	100	N/AV	N/AV	N/AV	100	70.5	69.7
Socio-Economic Status								
Subsidized meals	68	100	13.6	37.9	48.5	86.4	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	121	99.2	11.1	29.9	59	88.9	75.8	73.2	95.7	96
Gender										
Male	47	100	8.5	29.8	61.7	91.5	70.7	67.2	95.8	95.9
Female	74	98.7	12.9	30	57.1	87.1	81.1	79.4	95.6	96.1
Racial/Ethnic Group										
White	92	100	5.6	25.8	68.5	94.4	90.8	81.5	95.8	96.1
African American	25	96	29.2	41.7	29.2	70.8	61.3	61.3	95.6	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	95.9	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	66.7	95.1	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	73.6	95.9
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	23.9	26	94.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.9	65.7	95.5	96.3
Socio-Economic Status										
Subsidized meals	31	100	19.4	38.7	41.9	80.6	62.2	63.2	94.5	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	92	100	9.5	11.9	78.6	90.5
	4	117	100	11.6	25.9	62.5	88.4
	5	98	100	11.7	21.3	67	88.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	105	100	10	28	62	90
	4	94	100	12.2	32.2	55.6	87.8
	5	121	100	11.1	38.5	50.4	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	92	100	13.3	27.7	59	86.7
	4	117	100	14.3	36.6	49.1	85.7
	5	98	100	12.8	37.2	50	87.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	105	100	22	23	55	78
	4	94	98.9	7.9	32.6	59.6	92.1
	5	121	100	12	36.8	51.3	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	46	100	25	40	35	75
	4	117	100	17	64.3	18.8	83
	5	49	100	17	48.9	34	83
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	52	98.1	10.2	44.9	44.9	89.8
	4	93	100	12.4	52.8	34.8	87.6
	5	61	100	20.7	41.4	37.9	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

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I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	47	100	4.4	22.2	73.3	95.6
	4	117	100	7.1	34.8	58	92.9
	5	49	100	14.9	38.3	46.8	85.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	53	100	4	24	72	96
	4	94	100	7.8	30	62.2	92.2
	5	60	100	10.2	44.1	45.8	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	93	97.9	12	30.1	57.8	88
	4	117	100	16.7	27.2	56.1	83.3
	5	98	100	6.4	29.8	63.8	93.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	121	99.2	11.1	29.9	59	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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